

TIPS FOR EFFECTIVE VOCAL DELIVERY

There are several things you can do to produce a more desirable speaking voice when you present. Some of these include:

1. **Practise your pitch and control** by recording your voice and listen to the playback, and critique yourself or ask a colleague to help. Review it for tone, rate of delivery etc.
2. **Learn some voice inflection exercises** to help you to avoid a monotone sound.
3. Put a **SMILE** into your voice. It's easy to do. Simply remember to smile at the start of your presentation or when you start a new topic - your voice will sound friendlier.
4. To become more confident in your voice, **speak with fluency and without hesitation**. Confident people also intonate their voices and put emphasis on words or parts of words.
5. If you wish to sound **interesting** ensure that the group can hear that YOU are interested in your topic. Groups become enthused about a topic when they can hear that 'you care about the topic you're presenting' and 'you care about what THEY care about'.
6. Low pitched voices carry more authority but can sound boring, monotone and dismissive, unless the speaker varies their tone and intonation.
7. High pitched voices sound positive and action orientated, but also need a variation in pitch and pace, otherwise they sound hysterical.

EXERCISE

Improving your vocal impact: In this exercise, we will be getting you to use a number of techniques designed to improve your vocal image and voice projection. Choose a part of a prepared presentation to present. This could be the introduction, 2-3 key slides within the presentation or your summary. The part you choose should include key messages that you wish to convey to your group. Tape record yourself using one or a combination of the techniques detailed below. Once you have done this review what worked well and what requires more practice.

1. Slow the voice down to half its natural speed at key points whilst emphasising these points; pause; and then continue to speak at your natural speed for the following points.
2. Intonate your voice to emphasise key words and phrases e.g. if you are implying that something is very important - place extra emphasis on the words '*very important*'
3. Repeat key words two or three times for impact - a great technique for emphasising key messages '*remember the key points today are quality, quality, quality.....*'
4. Extend certain key words - this shows enthusiasm, sincerity and belief about the topic. When you 'reeeeeally, reeeeeally need to emphasise the key points of this technique, try this exercise.
5. Pause for longer than you would normally after making a key point. Count your Mississippi 'One Mississippi' for one second, 'Two Mississippi' for two seconds etc. This technique allows you to count seconds and adds drama to your delivery style. Try holding your silence for between 3 and 5 Mississippis for maximum impact.

Exercise

EFFECTIVE SPEAKING PLAN	
The title of my talk is:	
The objective(s) of my talk is:	
Who am I talking to?	
What are their needs?	
Opening words (how am I going to arouse their interest)?	
Middle (how am I going to maintain their interest)?	
Prevent objections? What objections will there be? How will I identify/ acknowledge/ answer them?	
Close (how will I end my talk)? <ul style="list-style-type: none">▪ by summarising?▪ by a story?▪ by directly asking for action▪ by assigning a task?▪ by alternative?	
REMEMBER TO:	
<ul style="list-style-type: none">▪ <i>Smile</i>▪ <i>keep eye contact with your group</i>▪ <i>start well, get better as you end</i>▪ <i>end on a high note</i>	<ul style="list-style-type: none">▪ <i>write your talk as a checklist</i>▪ <i>keep your visual aids Simple</i>▪ <i>stand still</i>

Pre-course Session

Presentation Skills - Pre-course preparation

Purpose

To enable delegates to be fully prepared for the Presentation skills course and the exercises that they will have to carry out. This is applicable specifically for the Presentation skills course you are about to train.

Section	Process	Directions
1	Prior to this course (allow approx. 10-15 working days before the start of the course), issue delegates with full pre-course instructions (HO 1, 'Pre-course information and questionnaire' to 'Pre-course briefing'). It is essential that you allow delegates time to prepare for the course. (Please amend the forms to suit your course agenda, if different from the ones supplied)	Manual pg.81-84 / HO 1
2	Essential preparation for this course include: <ul style="list-style-type: none">• All delegates will bring with them a prepared presentation session that they can deliver to the group (no more than 5-10 minutes in duration). Ensure they have with them any props, equipment they will need.• A list of topics relevant to future training needs of their team/department that can be used on the course for exercises or discussion points.• Delegates to return to you any pre-course work that needs analysis or evaluation by you at least 5 working days prior to course start.	

Special instructions

Session 1

Introduction, aims and objectives

Purpose
To introduce the session to the delegates; break the ice and obtain course information.

Section	Process	Directions
1	Introduce yourself; your training credentials, i.e. your experience, areas of expertise, organisations you have worked with or for etc.	Slide 1
2	Show delegates the course objectives and course outcomes for the day. Explain that their trainees will need to be aware of what is going to be covered during the training session, regardless of whether an agenda has been circulated prior to the course. Explain that some agendas should highlight outcomes (what the trainees will be able to do after the course) as this will enable the trainer to establish training benefits to the group – this is especially essential when they are training ‘reluctant’ trainees.	Slide 2-3
3	Show trainees the Slide 4, ‘ <i>Agenda</i> ’, and ask them to highlight the differences between slide 3, ‘ <i>Course Outcomes</i> ’, and slide 4. Briefly discuss the group’s findings (some of the differences include: on slide 3, a statement of intent and outlines of positive outcomes; timings on slide 4).	Slide 4
4	Read out housekeeping rules, lunch, breaks, switch off mobile phones and timings for the day. Explain to delegates that trainees feel much better when the practical needs of the day have been explained to them.	Slide 5
5	Discuss course guidelines with the group - emphasise that their participation is essential for a good course. Issue course manuals (if they have not been handed out prior to the course) and ask trainees to refer to Manual pg.87, ‘ <i>Action Plan</i> ’. Explain that they should write down all key points from the training as the course progresses.	Slide 6 / Manual pg.87
6	Explain the importance of a strong training introduction for a trainer to establish their credibility early to the trainees. This satisfies the trainee’s need to know who they are being trained by and allows the trainer to quickly establish themselves as the ‘credible expert’ on the topic, and thus leader of the group.	
7	EXERCISE 1: If a pre-course Briefing sheet (HO 1) was circulated prior to your course, ask trainees to refer to their answers from question 1, ‘ <i>What do you hope to achieve from this course?</i> ’. Trainer to list answers on a Flipchart.	Flip/ (Manual pg.84)